**K-5ELA Lesson Plan**

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| **Teacher:**  **Michelle Lee, Brittany Baldwin, Anna Potts** | | **Grade:**  **2nd** | | | **Date(s)**: 9/17(1 day) |
| **Unit Title: A Story to Share** | | | **Corresponding Unit Task: Task 5- Stay Tuned (power point presentation)** | | |
| * **Essential Question(s):** How does asking and answering questions help me to understand key ideas and details while I read? How do good writers tell the story of someone else’s life? How can a good speaker effectively share a story with an audience? How do illustrations and words in a text help readers comprehend what they read? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  “I Survived 9/11” by Lauren Tarshis  Writing Process powerpoint  Chart Paper  Markers  Paper  Crayons | | | | **Biography, fact, writing process, brainstorming, organizing** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled (Me)  X Shared (We)   * Guided Practice (few) * Independent (you) | **Reading**  **Standards: RL.2.1**. Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.  **RL.2.3**. Describe how characters in a story respond to major events and challenges.  **RL.2.7.** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  **RL.2.10**. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **RI.2.1** Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.  **RI.2.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **I Can Statement(s): I can ask questions to help me describe the story elements of a text.**  **Instructional Plan:**  Day 1-5: Students will partner read story of their choice from 2.1 and read “Meet the Author” from 2.1 (each story contains a short paragraph about the author at the end of the section. When finished reading, both partners should complete a story map of their choice about the story. They will then answer the 5 Ws about the author. (\*Why- students will write their opinion of why they feel the author wrote the story, based on facts from the paragraph) \*\*They will read about a different author each day or two, depending on their pace and answer the 5 W’s in an “author journal” flipbook. (Some students will still be working on their biography paragraph and powerpoint.) | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Writing**  **Standards: W.2.2**Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  **W.2.5.** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  **W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  **I Can Statement(s):** I can write my opinion based on facts from a story.    **Instructional Plan:**  Day 1-5 Teacher will model how to read story and “meet the author” and show students how to write an opinion about why she feels the author wrote the story   * Students will work on author project with partners for the week as well as writing/typing in their biography power point   **\*\*SEE speaking and listening for written part of biography presentations** | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice * Independent | **Word Study**  **Standards: L.2.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).  **I Can Statement(s): I can use vocabulary words to respond to student presentations.**  **Instructional Plan:**  Day 1-5**\***During presentations students will refer to unit vocabulary posted in classroom to respond with 1) fact you learned 2) thing you liked 3) a question you still may have.  \*Teacher can assess student understanding of vocabulary.  \*Class will continue with spelling list and activities. | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Speaking & Listening**  **Standards: SL.2.1.** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Build on others’ talk in conversations by linking their comments to the remarks of others. 3. Ask for clarification and further explanation as needed about the topics and texts under discussion.   **SL.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences  **I Can Statement(s): I can actively listen to a peer during a presentation.**  **Instructional Plan:**  Day 1-5\*Teacher will model “active listening” during a presentation.  \* She will show students how to speak during a presentation by acting out good scenario vs. bad scenario (relate back to interview and presenting skills)  \*She will model for students how to write a response after a presentation, that is positive and shows you were listening.  \* 4-5 students will present throughout each day for the week. (They can present first thing after announcements, before or after lunch or before dismissal).  \*Other students will respond in writing on an index card and then give the card to the presenter afterwards.  (Teacher can collect index cards for assessment) | | | | |
| **Closing/Summarizing Strategy** | Each day students will discuss with table partners one thing they learned. Each day will there will be a presentation at the end of the day, so student can share comments as the closing strategy.  Students will walk around while music plays. When music stops, they will find the person closest to them and share their favorite person they learned about this unit. They will discuss what they learned about reading, biographies, vocabulary, etc. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students can search for more information about specific authors to add to their author journals. | | Students can meet with teacher or partner to complete power point. They can read with a partner or select author passages (shorter). | | | Students can meet with teacher or partner to create power point. Peers can help give their presentation. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Author journal and presentation | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*